

**Prior Knowledge:** Learners know how to ask questions in the Present Tense using question words.

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| Language Level  | Spanish Novice Mid   | Grade  | 9-12  | Date | Teacher's Discretion                              | Day in Unit | 1  | Minutes | 45 |
| Unit Theme, Topic and Question  | Contemporary Life: Travel Plans: How do my preferences and my culture impact my travel choices?  |  |   |      |   |             |  |         |    |
| Daily topic:  | We travel or we don't travel because...  |  |   |      |   |             |  |         |    |
| STANDARDS   | LESSON OBJECTIVES  |  |   |      |   |             |  |         |    |
| What are the communicative and cultural objectives for the lesson?  | Communication and Cultures   | Which modes of communication will be addressed?  | <b>Learners can:</b> <ul style="list-style-type: none"><li>Identify the reasons why people travel or do not travel.</li><li>Identify the personal reasons why we choose to travel or not to travel</li><li>Locate Spanish-speaking countries on a map</li></ul> |      |   |             |  |         |    |
|   |  | <input checked="" type="checkbox"/> Interpersonal  |   |      |   |             |  |         |    |
|   |  | <input checked="" type="checkbox"/> Interpretive   |   |      |   |             |  |         |    |
|   |  | <input checked="" type="checkbox"/> Presentational   |   |      |   |             |  |         |    |
| If applicable, indicate how Connections •Comparisons • Communities • Common Core will be part of your lesson. | Connections  | Geography: location of Spanish-speaking countries around the world.  |   |      |   |             |  |         |    |
|   | Comparisons  |  |   |      |   |             |  |         |    |
|   | Communities  |  |   |      |   |             |  |         |    |
|   | Common Core  | Speaking and Listening: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on other's ideas and expressing their own clearly and persuasively. |   |      |   |             |  |         |    |
| Lesson Sequence   | Activity/Activities<br>What will learners do?<br>What does the teacher do?   |  |   |      | Time*<br>How many minutes will this segment take? |             | Materials • Resources • Technology<br>Be specific. What materials will you develop? What materials will you bring in from other sources? |         |    |
| Gain Attention / Activate Prior Knowledge   | The objective of the first activity is to understand the different reasons why people travel or don't travel. The key verbs used during this lesson are: explorar, conocer, trabajar, mirar, aprender, relajarse, visitar. |  |   |      | 10 min.   |             | Images of places in the Spanish-speaking world   |         |    |

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|  | <p>Learners enter the classroom and look at a series of photos displayed around the room: Mountains, beaches, a working office, a sport event, amusement park...etc.</p> <p>Learners walk around the room viewing the pictures and responding to the question: ¿ Por qué viajeo o por qué no viajeo a este lugar?</p> <p>A world map is displayed on one of the walls in the room. Learners locate and write the name of the Spanish-speaking country where they choose to travel.</p> <p>Learners form groups of four and share their answers. In addition to the group sharing, learners write their answers on post-it notes, and place them near the appropriate photo.</p> <p>Learners write on post-it notes vocabulary they don't know related to the images of the place they chose as a travel destination, and give those to the teacher.</p> |         | <a href="https://drive.google.com/a/cps.edu/file/d/0B4TyhdVVbYxsb25qOHptMFpDV1U/view?usp=sharing">https://drive.google.com/a/cps.edu/file/d/0B4TyhdVVbYxsb25qOHptMFpDV1U/view?usp=sharing</a> |
| <b>Provide Input</b>                         | Instructor and learners will go through each image, naming the places and introducing new vocabulary based on the post-it notes and connections learners made to the images.  | 10 min. | Images of places in the Spanish-speaking world  |
| <b>Elicit Performance / Provide Feedback</b> | <p>Learners work individually and write why they want to travel to the destination they picked. Next, learners pick a destination they did not choose and write why they don't want to travel there.</p> <p>Learners get together in groups of three/four and share their answers.</p> <p>Instructor monitors groups, providing feedback.</p>   | 10 min. |   |
| <b>Provide Input</b>                         | Teacher leads class in creating a T-chart with reasons to travel and reasons not to travel; learners share what they discussed in groups.   | 5 min.  | T-chart with reasons to travel and reasons not to travel  |

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|   |   |        | <a href="https://drive.google.com/a/cps.edu/file/d/0B4TyhdVVbYxsZ1E3MHI2c3NMeDA/view?usp=sharing">https://drive.google.com/a/cps.edu/file/d/0B4TyhdVVbYxsZ1E3MHI2c3NMeDA/view?usp=sharing</a> |
| <b>Elicit Performance / Provide Feedback</b>  | In groups, learners decide the 3 “best” reasons to travel and the 3 “best” reasons not to travel. They give their lists to the teacher to use when the class revisits reasons to do/do not to travel near the end of the unit.  | 5 min. | T-chart with reasons to travel and reasons not to travel  |
| <b>Closure</b>  | Learners will ask their classmates the question: ¿Por qué quieres o no quieres viajar tú?   | 5 min. |   |
| <b>Enhance Retention &amp; Transfer</b>   | Learners are asked to imagine the first day in the country they chose to visit. It is the end of their first day in that country and they are ready to go to sleep. They want to share their experience with their best friend. They write in Spanish a letter or postcard sharing their first day's experience in the country they picked. |        |   |
| <b>Reflection – Notes to Self</b> <ul style="list-style-type: none"> <li>• What worked well? Why?</li> <li>• What didn't work? Why?</li> <li>• What changes would you make if you taught this lesson again?</li> <li>• ?????</li> </ul> |   |        |   |